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ABSTRACT

This book explores how primary school children with dyslexia or dyspraxia and difficulty in math can learn math and provides practical support and detailed teaching suggestions. It considers cognitive features that underlie difficulty with mathematics generally or with specific aspects of mathematics. It outlines the ways in which children usually learn basic mathematics and the special cognitive needs of this population. Sections address the following broad areas: definitions and premises; basic counting and the early stages of addition and subtraction; addition and subtraction with larger numbers; and multiplication and division. Individual chapters examine the following topics: (1) background information; (2) teaching premises; (3) counting; (4) counting in basic calculation; (5) defining the difficulties; (6) an understanding-based approach to teaching the number structures; (7) basic calculation to twenty; (8) two-digit addition and subtraction; (9) more on two-digit addition and subtraction; (10) theoretical debates about multiplication and division; (11) an understanding based approach to multiplication and division for dyslexic and dyspraxic children; and (12) multiplication and division with larger numbers. (Contains references.) (DB)

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